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NEW ENGLAND AND NATIONAL

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A. E. WINSHIP.....EDITOR

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N. E. A. meets in Indianapolis, June 28 to July 3.

EDUCATIONAL LETTUCE

Among the interesting dietary discoveries of the men who have been leaders in creating a science of vitamines one of the most significant was by Evans and Bishop in their study of rats. They fed several pairs of rats, each pair on some perfected diet with the appropriate calories, protein, fat, phosphorus, and roughage, and in every case with adequate A, B and C vitamine. With these perfect combinations there was no feed that did not sterilize the rats. All were infertile.

Immediately they made a wide range of food adventures, and lettuce promptly eliminated sterility.

The one feature of education that is indispensable is the fertility of work done in school in thought and action out of school. No one hundred per cent. in school is really important if it has no influence upon the student at home, at play, or at work.

Curriculum makers must put in enough lettuce to make sure that school work will function out of school. The one real purpose of the platoon plan, the work-study-play plan, is to make sure that somewhere in every day every child will find something that will fertilize his school life for his out-of-school life.

It must be someone's business to study the out-of-school functioning of in-school study on each pupil. There must be educational lettuce supplied, something that will promote out-of-school application of in-school life. The present zeal over curriculum making will fail utterly if it merely provides a course of study to be used in school with no adaptation for its virility and fertility out of school.

It is so easy to provide some cut and dried scheme to put over on all the schools of a city and so difficult to provide for adaptation to times and seasons, to various needs of pupils, that incalculable harm may easily be done by so filling the time of teacher and children that no educational lettuce can be provided.

ROTARY INTERNATIONAL

Rotary and its associate dining clubs, all of which are a creation of the last twenty years, are among the noble achievements of the twentieth century. It is estimated that a quarter of a million business and professional men have a mid-day luncheon each week in Rotary, Kiwanis, Lions, Optimist, and kindred organizations.

None of these organizations are selfish in their aims. All of them are for service and not for self. They have civic, educational, welfare objectives of some kind. They are the greatest promoters of immediate citizen morale that America has ever known. There is nothing narrow about them. They never putter over anything; never sputter about what other people do or don't do; never flutter about their own virtues. They never worry about traditions, never meddle with fanaticisms. They are clean and wholesome. No shady story can be told at their dinner. No man noted for silliness, for playing practical jokes, for magnifying idiotic schemes can get into any of these new clubs, or if he gets in under false pretences he finds no sympathy there.

The latest functioning of Rotary International was its crusade for the development of non-sectarian, non-political devotion to the creation of high civic, social, personal morale among the youth of the world. It was wonderfully ennobling in its vision and in realizing its idealizing.

BURDEN BEARER OF CIVILIZATION

Superintendent Will C. Wood of California is making the most heroic educational crusade of any American leader today. This is a sentence which should be blazoned in every schoolroom in America:—

"The schools are asked to take over all the Burdens and Problems which other institutions have failed to solve, and then we are criticised because we cannot operate with one hundred per cent. efficiency."

That is a sentence that was never excelled in truth and potency by any sentence of any American statesman.

There is no sentence ever written by Washington or Lincoln that meant more to America than does this sentence on the Burden Bearer of Civilization.

America's future, yes, and the world's future are dependent upon the universal recognition of the truth of the statement that "the Public School is the Burden Bearer of Civilization.

"The home has been turned over to the schools.

"Even character building has been turned over by the parents to those in charge of the public schools of the country.

"All professions and vocations have called upon the schools for help in performing duties which they have failed to perform. The apprentice system has failed, and the trades now expect the schools to take up the burdens of vocational training.

"Machinery and modern inventions have cut down the working day almost half, with the result that the youth today, entering a vocation, has almost double the amount of leisure time of workers a few years ago. Now the schools are asked to teach the youth how to use this leisure time. This the schools are willing to undertake, but when the taxpayers complain because we ask for money in order to establish this course of character building which will train the youth to use his leisure time to advantage, I protest.

"The high school bears a greater burden than any other of our public schools. In 1913 there were 66,000 high school students enrolled in the state. Today the enrollment is 306,000 students. The situation is more complex because of the type of young people which now are being cared for.

"The presence in our schools of students who cannot adjust themselves to our courses with profit is no reason that we should shut the doors of our institutions to them. We must prepare a course for this type of students."

Judge W. N. Gammill of Chicago says that of the 12,000,000 families in the United States 11,800,000 are living peacefully and happily.

FRANK WEBSTER SMITH, EMERITUS

Dr. Frank Webster Smith, Paterson, N.J., forty-five years in public school work and thirty-three in teacher-training institutions, twenty of which have been in the State Teachers College of Paterson, New Jersey, and its predecessor, the City Normal School, becomes president emeritus on July 1. Dr. Frank Webster Smith is one of four men longest in teacher training service now at the head of a State Teachers College, Dr. Homer H. Seerley of Cedar Falls, Iowa; Dr. L. C. Lord of Charleston, Illinois; and Dr. George A. McFarland being the other three.

Dr. Smith had an exceptional scholastic preparation and has had the widest range of experience. He prepared for college at Phillips Andover Academy, than which nothing was better when he graduated 1873. Graduated from Harvard, A.B. 1877, and A.M. 1882, and certainly nothing in America has ever been better. Received his doctorate in philosophy in 1904.

Dr. Smith has taught in Atlanta, in Colorado, in Utah, in Westfield, Massachusetts, and State University of Nebraska. He has been a leader in religious work everywhere. He was for a time superintendent of the Congregationalist schools and academies of Utah. no one has had a larger or more wholesome influence in Paterson for twenty years than has he.

PREPARATION FOR BETTER CITIZENSHIP

One of the sane and energizing professional functionings of the day is the way in which some high schools break away sometimes from traditional worship of subject-idolatry, and give high school boys and girls an opportunity to think of the things thought of and talked about at home.

One of the interest-producing exercises of this kind is in the Central High School, Cleveland, Elbert C. Wixon, principal. The relation of geography and history to society problems which are appealing to the keenest intellects of the day is emphasized in a way that inculcates the highest ideals of citizenship.

The teacher-pupil attitude is nowhere apparent in this work which follows the laboratory method resulting in a thoroughly socialized recitation. Committees are appointed, the general work outlined, and the sub-topics given out for investigation. Each pupil keeps a scrapbook and notebook and is held responsible for every report given. A space on the bulletin board is reserved for articles, pictures and cartoons taken from various papers and magazines. All may contribute to this collection. The pupils are encouraged to draw cartoons and in many cases latent ability has been discovered.

When questions arise which cannot be settled at once, the teacher does not supply the

answer. A suggestion may be given, but further research work is done by the pupils themselves. On one occasion it was learned that a boy had written to a leading newspaper for information which he was unable to get elsewhere. The answer came, and the boy not only acquired valuable knowledge, but gained a pronounced prestige in the eyes of his classmates.

Newspapers and magazines are regarded in a new light and local and national events have come to be very closely associated with the lives of these young people. Eager participation by all develops initiative, and trains for leadership and co-operation of the highest type.

WISCONSIN'S FAMOUS TRIUMPH

Nothing has happened in education in 1925 quite so significant as the success of the campaign to make the nine State Normal Schools of Wisconsin State Teachers Colleges with four years of college work and degree-giving power.

When the Governor signed the bill on May 12 which made it law it was the glorious end of one of the really famous professional educational crusades in American history. Three previous Legislatures had killed a bill of this kind, and this year in another state the Governor's only veto message of the year was of a bill to make the four State Normal Schools State Teachers Colleges.

We have never known an educational campaign to be handled so masterfully. The State University lined up for the bill, which was the first great achievement. Then practically all other colleges in the state declined to oppose it, and some openly favored it.

It was not at all smooth sailing all the time, because there was some intense opposition, but by choosing the right time for action the Senate committee was unanimously for the bill, and the vote of the Senate was also unanimous for the bill.

The fight in the House, and it was a real fight at one time, was bitter, but the debate on the floor of the House was so masterful that when the vote was taken there were only two votes against the Teacher College plan there. The State Association, the State University, the State Department of Education, all superintendents, city and county, and the school principals were in the campaign from November until the Governor signed the bill on May 12. It did the cause of education along all lines immeasurable service. There has never been such unanimity of educational forces in Wisconsin as in this campaign. The La Follette-Progressive leaders, the Stalwart Republicans and the Socialists vied with one another in their zeal.

The chosen leader for the Teacher College Bill was H. A. Brown of Oshkosh, and the real political and Legislative leader was Hon. Edward J. Dempsey, also of Oshkosh, probably the ablest lawyer in Wisconsin. It was clearly his championship of the bill in the House debate that dissipated all opposition.

Principal Brown, hereafter President Brown, demonstrated superb generalship at every stage of the game, and not a mismove was made in the six months that the campaign was active.

The first fruit of this noble educational awakening was the prompt restoration in full of the Normal School salary schedule for teachers which was dropped last year. There was also a provision for $50,000 each biennium for additional teachers in the State Teachers Colleges. Three new buildings were voted, one each for Oshkosh, River Falls, and Stevens Point. There was also an appropriation of $72,500 for more land at Oshkosh, Platteville, and Eau Claire.

PRINCIPALS OF ELEMENTARY SCHOOLS

One of the notable professional achievements of recent years is the organization of Principals of Elementary Schools. We have spoken several times of their national organization which plays such an important part in both the summer and winter meetings of the National Education Association. Now the local functioning of these principals is coming to be highly important. In New Jersey they have a vigorous State Association which is so large that it has five sections of the State Association of Principals of Elementary Schools. In all large cities this Association is of high efficiency, not only in administrative policy but also professionally. We were present in April at the meeting of the Seattle Association when its Research Committee had five reports of subcommittees on as many phases of the work in English in the elementary and freshman high school classes. It was as masterful a presentation as one gets in a Teachers College.

OVERTURF AND WILEY

We are much pleased over the election of J. R. Overturf, superintendent of Lodi, California, as assistant to Charles C. Hughes, superintendent of Sacramento, and the election of Will E. Wiley, superintendent of The Dalles, Oregon, to succeed Overturf at Lodi, which is one of the best little school cities that we know. It is between Sacramento and Stockton, two of California's remarkably wide-awake cities. Mr. Overturf's leadership in Lodi led Mr. Hughes to select him from a large number of superintendents whom he considered, and the Sacramento Board of Education increased the proposed salary in order to get him. And Wiley was a real constructive educational leader in his Oregon position.

FRIENDS AND ACQUAINTANCES—(III.)

EDWARD A. SHELDON

Edward A. Sheldon of Oswego was literally the creator of a variety of state normal schools of surpassing importance, and the method of creating the Oswego type of normal school was as interesting as anything in American educational history. Indeed the story of Dr. Sheldon's professional evolution is as brilliant as any romance.

I did not know Dr. Sheldon until he was one of the notable and noble educational leaders, which makes the story of his creation of the Oswego type of normal school all the more wonderful. I have never been able to think it possible that the great man whom I knew worshipfully was the same man who created that variety of normal schools. Who was this man who alone brought to America the life and spirit of Pestalozzi, who was the only man to put Pestalozzi into America institutionally? At twenty-four years of age he was working in a nursery at Oswego. He had had three years of a college course, but he was hampered in college by poor physical condition, which forced him to abandon his college life.

Ninety years ago the country schools, especially in New York State, were poor and far apart, and as a lad Sheldon never went to school until he was seventeen years old, and then he went to an academy and studied Latin, Greek and algebra, studied them in order to get into Hamilton College, which he did in a short time. He had read much and was well informed. At twenty-four and twenty-five he was merely working in a nursery. The years 1848 and 1849 brought many immigrants to America, and many of them in their poverty and with large families "squatted" in a section of Oswego. There was no school for them, public or parochial. Their case was pitiful. This young man, a workman in the nursery, helped to organize an "Orphan and Free School Association," and one hundred and twenty untamed foreigners from five to twenty years of age promptly reported to this "free" school.

One man tried to teach but retired in disgust. A second tried and retired in greater disgust, and it was voted to abandon the enterprise. The children would not study, would not sit still or stay put, and fighting was their special delight. After the school had been voted a failure this nurseryman who had never so much as seen an elementary school wanted to try his hand at it. He had no course of study, no supply of textbooks. He did not try to teach school by any theory, but he did get the wrinkles smoothed out. He never punished or penalized a child. He simply met each emergency as it arose and enjoyed the satisfaction of knowing that he was doing these crude youngsters some good. At the end of the year everyone pronounced the school a success. The parents as well as the children were better in every way. The "Association" paid him three hundred dollars for the year's teaching.

He had become genuinely interested in school life, and the second year he made the schools of Oswego all over, made something approaching order out of the chaos that had been there, yes, and everywhere. In two years this nurseryman had made such a good school for the slum foreigners and had done so much for the other schools that some citizens from Syracuse came there and offered him a salary to come to their city as a superintendent. He got busy at once, graded the schools, improved them in many ways, and wrote the first "Annual School Report." So great was his reputation that the citizens of Oswego came to Syracuse to induce him to take charge of the schools of Oswego, and four years from the time he took charge of one hundred and twenty rough and tumble foreigners he became the first superintendent of Oswego. That was in 1853, and there he stayed as a teacher and educator until he died in 1897, forty-four years in which he became one of the world's recognized educational creators.

In seven years as superintendent he attained a reputation that was unsurpassed by any public school man, and in 1860 the Oswego State Normal School was established and this young man, ten years out of the laborer's ranks in the nursery, was made the first principal. When he came back from Syracuse to make the schools of Oswego better he intended to make them very much better and not merely a little better. He was thirty years old, had never seen a good school, had read little, if anything, about teaching. He knew that the teaching was very poor, but he did not blame the teachers. He realized that the trouble was that they had nothing with which to teach.

He heard that in a museum at Toronto there were a lot of things that had been sent over from London for the schools and they had been carefully put in glass cases in the museum. It was only a little way to Toronto, and when he saw those things he told the authorities over there that he would use them if they would let him have them, and so he brought back to Oswego, charts, new books, balls, card pictures of animals, building blocks, cocoons of silk worms, cotton bolls, samples of grain, and specimens of pottery and glassware. There had never been anything like this in the United States. There were then ten normal schools in this country, but not the faintest suspicion of "object teaching." But neither Mr. Sheldon nor any teacher knew how to use these interesting things. The teachers were as anxious to learn as he was

to have them learn how to use them. He wanted the city to appropriate money to bring someone from Europe to teach the teachers, but they were not prepared for anything like that. The Oswego teachers, whose salaries ranged from three hundred dollars to five hundred dollars, took their own money and paid Miss M. E. M. Jones of London to come to Oswego to teach them how to use the Toronto equipment and other things.

The news of this sacrifice of the Oswego teachers spread over the world, and Herman Krusi, a student of Pestalozzi, came over at his own expense and made his home with Mr. Sheldon. The zeal of the Oswego teachers under the leadership of Dr. Sheldon was responsible for establishing a state normal school at Oswego in 1860 with Dr. Sheldon as the principal.

This was the creation of the new normal school idea in the New World. It spread rapidly into Michigan, Wisconsin, Minnesota to San Jose, California, and has influenced American education for sixty years.

MASSACHUSETTS SUPERINTENDENTS

The eleventh annual conference of Massachussetts Superintendents of Schools, held at the Framingham Normal School, April 28, 29 and 30, under the general direction of Dr. Payson Smith, State Commissioner of Education, was an educational gathering of much more than local interest. Space permits only such a record as will suggest the wealth and excellence of the program.

Superintendent William H. Holmes, Mount Vernon, N.Y., gave two notable addresses: "Providing the Right School Environment Through Efficient Custodial Service"; "Some Good Points of the Newer Plans of Individualized Teaching." Superintendent Charles S. Meek, Toledo, Ohio, also appeared twice on the program and received marked attention. His topics were: "The Backstrokes of the Profession on Teachers"; "Securing Teacher Participation in Curriculum Making."

Miss Alice Barrows of the U. S. Bureau of Education, scheduled to speak on "The Platoon School," was unavoidably absent, but sent a very helpful paper. The topic was ably discussed by Superintendents William R. Peck of Holyoke and Harry H. Lowry of Waltham.

The address of Superintendent Randall J. Condon of Cincinnati, Ohio, on "Biscoe's Boys" and the address of Miss Margaret T. Slattery on "The Search of Youth for a New Day," were the outstanding inspirational numbers. The topic, "Pre-Service and In-Service Training of Teachers," received singularly significant treatment by Dr. Charles Russell, principal State Nomal School, Westfield; Dr. Arthur H. Wilde, Dean, School of Education, Boston University; and Charles W. Hobbs, supervisor of instruction, division of University Extension, State Department of Education.

Among the most important activities of the conference were the reports of special committees, presented in the form of mimeographed abstracts, and discussed by those who had contributed important material. The report on "Custodial Care of School Property" was discussed by Superintendents William C. McGinnis, Revere; Frank A. Scott, Belmont; John D. Whittier, Hamilton-Topsfield Union; and Dr. Fredrika Moore, State Department of Public Health.

Probably the report of largest general interest was that on "Progressive Movements in Education in Cities and Larger Towns of Massachusetts." Various phases of it were discussed by Superintendents Allen P. Keith, New Bedford; Zenos E. Scott, Springfield; Joseph J. Reilly, Ware; and Arthur B. Lord, agent, State Department of Education.

According to this committee, no movement in education has, during the last half-century, made such rapid progress in Massachusetts as has health and physical education during the past five years. Since the enactment of the law requiring all towns to employ a school nurse in 1921, 99 per cent. of the school children of the Commonwealth have come under school nursing service. Since the enactment of the law of 1921, requiring the teaching of "indoor and outdoor games and athletic exercises," more than three hundred teachers and directors of physical education have been employed.

The work of the school physician, nurse, and teachers of physical education is thoroughly correlated. The school nurse visits the home and wins home co-operation in forming correct habits of diet, sleep, posture, etc. The teacher or physical director of education prescribes corrective physical exercise.

Significant points as shown by this survey are: (a) The development in many school systems of the pupil leadership plan; (b) more thorough physical examinations, in several cases stripped-to-the-waist, and in a few instances, as in Chelsea, stripped examination available with silhouette photographs showing posture of individuals; (c) classroom instruction in hygiene by teachers of physical education and nurses; (d) credits in junior and senior high school for physical education; (e) all new schoolhouse construction during the past five years liberally providing for both outdoor and indoor physical education programs.

Classes of many types are carrying oppor-

tunities for mental, physical and vocational development to numerous children throughout the state who otherwise would be deprived because of physical or mental handicaps from having many of the educational advantages enjoyed by the normal child.

Intelligence and achievement tests are widely used throughout the state. Tests are proving of value in supplementing the judgment of teachers and officials in educational guidance, grading pupils, making promotions, and admitting pupils to school for the first time.

During the past five years Massachusetts has expended over $40,000,000 for school buildings. Over half, in fact, fifty-one per cent. of this expenditure has been for buildings erected to provide for the junior high school form of organization. In 1920 there were forty-four towns and cities in the state having kindergartens attended by 18,784 children. In 1924 there were forty-eight towns and cities having kindergartens with 21,507 children in attendance.

Teachers' salaries are not increasing so rapidly as was the case a few years ago. Many towns and cities are, however, adopting salary scales that mean an annual increase in the budgets for salaries for several years to come.

More and more towns and cities are offering pupils opportunity for school work in summer, as a result of which many boys and girls are saved from repeating a grade. Demonstrably a saving of time for the pupil means a saving of expense for the town or city. Fourteen cities and towns report summer schools: Athol, Boston, Leominster, Lexington, Lowell, Medford, Northampton, Pittsfield, Revere, Somerville, Waltham, Wellesley, Winchester and Woburn.

"Supervised study" or "directed learning," "the work, study, play" project and a desire for worthwhile physical education have all been factors in increasing the length of the school day.

The number of new buildings which have recently been built or are now under construction is very encouraging.

The report stated that among many items indicating progress, the following are especially worthy of mention:—

Ninety-seven per cent. of the teaching force in Revere enrolled in professional courses, 1924.

Professional courses and lectures provided by Newton school department.

Scholarship fund established for high school graduates by Maynard Teachers' Club.

Better school work in Norwood since the reduction in the number of pupils per teacher from forty to thirty-five.

Social and educational guidance by deans of girls at Brookline, Cambridge, and Haverhill.

Improvement in holding power of schools, increase in acceleration and decrease in retardation at Concord.

The child guidance clinic at Pittsfield as a result of co-operation between the school department and the Austen-Fox-Riggs Foundation.

Vocational guidance at Pittsfield and Southbridge.

The exceptional progress in library work at Ware, both as to a high school library and the use of the public library.

The work in printing at Beverly.

The teacherage recently built at Wellesley.

The helping-teachers at New Bedford.

Employment bureaus for high school pupils in Braintree, Pittsfield, Southbridge and Winthrop.

The report of the committee on "Problems of the One-Room School" was discussed by Burr F. Jones, State Department of Education, and Superintendents Everett J. Best, Gill-Warwick Union; Millard C. Morse, Ashfield-Plainfield Union; and Frank P. Davison, Buckland-Colerain Union.

The report on "Transportation Problems" was discussed by Superintendents Chauncy C. Ferguson, Millbury-Oxford Union; Chester R. Stacy, Dudley-Webster Union; and Albert S. Cole, Grafton-Upton Union.

Special mention should be made of the community singing conducted by Fred W. Archibald, instructor in music, Framingham and Salem Normal Schools.

The conference decided to affiliate with the Massachusetts Teachers Federation and to endorse the candidacy of Miss Mary McSkimmon, of Brookline, Mass., for the presidency of the National Education Association at its convention at Indianapolis in July.

New officers were elected as follows: President, John J. Desmond of Chicopee; first vice-president, Chester R. Stacy of Webster; second vice-president, Burr J. Merriam of Framingham; auditor, Dr. William A. Perry of Leominster; secretary-treasurer, S. Howard Chace of Beverly.

The boys and girls in our public schools have the right to expect the inspiration and beauty that come from cleanliness and orderliness in the school buildings they attend. The great majority of school buildings in this country have standards of cleanliness and orderliness that would be considered far below par in any well kept home, hospital or public building.

SEE SOUTHERN INDIANA

HENRY A. MYER

Evansville, Indiana

"Where can we go this summer after the N. E. A. convention?" "Does the Middle West offer anything beautiful or historical to make our trip worth while?" "We've been in Chicago before; can't we go somewhere else from Indianapolis this year?" These and many other similar questions will be heard in groups of teachers during the next few months. The Indiana teachers want their colleagues to know that this part of the country offers a number of attractions of nation-wide importance which will make it distinctly worth while to plan for a week or more following the great gathering in Indianapolis. Strangely enough, several of them are tucked away down in one little corner of the state, in a region appropriately nicknamed "the Pocket."

What city in the United States, for example, outside of Boston and Philadelphia, contains within its boundaries so much history as Vincennes? Founded in 1702 by Juchereau de St. Denis, although the spot had been visited by the Jesuits as early as 1609, it is by far the oldest city in the Middle West. It antedates New Orleans by a dozen years and St. Louis by three score. Three flags have waved over Vincennes. It has been the site of two historic forts: Fort Sackville, later Fort Patrick Henry, and Fort Knox. The wonderful old mansion of General, later President, William Henry Harrison is now a historical museum of high merit. The old cathedral of St. Francis Xavier is a building of great beauty, and is well worthy of a visit. It stands upon the site of the original cathedral, which dated from 1702. In that little log building, in December, 1778, Father Gibault, "the Patriot Priest of the Northwest," prevailed upon the people to shake off the sovereignty of England and cast their lot with the cause of American independence. Three months later, within its walls, occurred the formal surrender of the Northwest Territory to General George Rogers Clark, the greatest transfer of territory as a result of military victory in the world's history. The old Cathedral Library contains historical records dating from 1660, and ancient books, wonderful examples of the engrosser's art, illuminated by patient monks in European cloisters as far back as 1476, 1477, and 1483.

South and east of the city are four great prehistoric mounds, in which have been unearthed relics of a lost race. Some of these relics are now in the Harrison House. For all we know, they may far antedate the Indians; in fact, Ignatius Donnelly makes a strong case for the lost continent of Atlantis on the basis of relics very similar to these. In the yard of an old home in the city is the boulder made famous by the fact that there Jefferson Davis, then a young army officer, wooed the daughter of Captain, later President, Zachary Taylor. Down on the public river front—the same Wabash of which Paul Dresser sang—is the site of the ferry where, in 1830, the family of Abraham Lincoln crossed the river on their journey from Indiana to Sangamon County, Illinois. Here it was that Lincoln went back after the pet dog. Who has not read "Alice of Old Vincennes"? Read it or re-read it, before the close of school, and decide to visit this attractive old city. Write to the Vincennes Chamber of Commerce for the "Fortnightly Trail Book," which is the official Baedecker for Vincennes. Vincennes is only a few hours' trip from Vincennes on the Pennsylvania R. R., either direct or via Terre Haute.

The mention of the migration of the Lincoln family brings to mind another shrine of southern Indiana, Lincoln City, the burial place of Nancy Hanks, mother of Lincoln, and site of the beautiful Nancy Hanks Park and memorial. Lincoln City can best be reached on the Southern R. R. from Evansville or from Louisville, if your route should take you that way. At the same time one has the opportunity to visit a number of other interesting places right in the same vicinity: West Baden Springs, "the Carlsbad of America," and its great rival, French Lick, both outstanding examples of the architect's and the landscape gardener's craft, and quite the equal of the famous watering places of Europe; the old Benedictine Abbey of St. Meinrad, a curious bit of mediaeval Europe set down among the hills of Southern Indiana; and beautiful Marengo and Wyandotte Caves. French Lick and West Baden are easily reached from Evansville or Louisville by the Southern, or from Indianapolis by the Monon. Marengo is not far from any of them, on the Southern. Wyandotte and St. Meinrad's are a bit more difficult to reach, but well repay the effort. It will be best to make them as side trips from Lincoln City.

Over to the west, on the Wabash again, the little town of New Harmony has been the scene of movements and experiments which have interested thinking people all over the world. It was built in 1814 by the Rappites, a group of hard-working, intensely religious German communists from Pennsylvania, and under their occupation became a thriving and prosperous industrial community. In 1825 the town was purchased by Robert Owen, an English millionaire socialist, as a place where he could be free to conduct his educational and philanthropic experiments. To this little village Owen brought famous educators, scientists, artists, and musicians from Europe. New Harmony became known as one of the most interesting and cultured communities in this

country. Here was established the first kindergarten in the United States, the first free public school, and the first industrial school, forerunner of our vast experiments in vocational education; and here, too, was organized the Minerva, the first woman's club in America.

More than forty of the quaint old Rappite houses still stand, as strong as when they were built more than one hundred years ago. Among them are Community House No. 1, locally known as "the general store," with a German inscription written by one of the Rappites the day they left on their return trip to Pennsylvania; the Rapp Mansion, once occupied by Frederick Rapp, leader of the Rappite community, and later the home of William Maclure and Robert Dale Owen. The old Fauntleroy home, the birthplace of the Minerva, with much of the original furniture, is preserved as a shrine for the clubwomen of America. The old stone fort of the Rappite days; the picturesque laboratory of David Dale Owen, United States geologist; the tomb of the naturalist, Thomas Say; the footprint rock on which the Angel Gabriel was believed to have stood while talking with Father Rapp; the museum filled with fascinating relics of community days offer much that is interesting to the sightseer. Write to the Workingmen's Institute, the corporate name of the public library of New Harmony, for any information not contained on these pages.

In addition to the historical interest which New Harmony possesses, there is about this little town a quaint, old-world charm and an air of infinite leisure that tempt the tourist to linger. The surrounding country, with hills overlooking the Wabash, is as beautiful as that of New England. New Harmony is easily reached from Evansville by rail or by a drive of twenty-five miles over excellent roads along the picturesque "Harmonie Way." Just incidentally, the road from Evansville to New Harmony takes the traveler through the terminal moraines deposited in past ages by the great ice-sheet.

Not in Indiana, and yet best reached from here, is Mammoth Cave. This great cavern, together with a number of less celebrated but equally beautiful rivals in the same county, can be reached by rail or auto; but the tourist is strongly advised to make the trip by steamboat from Evansville. Green river, a tributary of the Ohio, is a narrow, winding stream noted for its stupendous bluffs, its curious rock formations, and its immense depth. If you have never made a real steamboat trip, or if you are fond of this delightful mode of travel, this is your chance to live again the days of Mark Twain's "Life on the Mississippi." True, it is not the broad Father of Waters, and the boats are necessarily smaller and less pretentious; but the accommodations and service will be found entirely satisfactory, and the rates are surprisingly reasonable. Our friends are advised to see the cave and return on the same boat, or a loss of several days will result. The Green River country is interesting for its primitiveness. It has undergone very little change since the days when Daniel Boone hunted and fought there. Everything is done by the most laborious methods. For example, there are numerous ferries which are propelled by hand power exerted on a cable stretched from bank to bank. Visitors from far away will not regret this trip.

The Evansville Teachers' Federation will gladly assist visitors in planning trips to these places of national renown. We will do our best to furnish information regarding railway connections, advantageous routes to include desired scenes, further details regarding noted places, and anything else in our power. Write to the corresponding secretary of the Federation, Miss Georgia Flood, Central High School, Evansville, Ind., and your inquiries will be handled by a special information committee. We are too far from Indianapolis to be of much help with the convention itself, but we will regard this as our contribution to its success.

LEXINGTON

JOHN G. WHITTIER

No Berserk thirst of blood had they,
No battle-joy was theirs, who set
Against the alien bayonet
Their homespun breasts in that old day.

They went where duty seemed to call,
They scarcely asked the reason why;
They only knew they could but die,
And death was not the worst of all.

Their death-shot shook the feudal tower,
And shattered slavery's chain as well;
On the sky's dome, as on a bell,
Its echo struck the world's great hour.

That fateful echo is not dumb;
The nations listening to its sound
Wait, from a century's vantage-ground,
The holier triumphs yet to come,—

The bridal time of Law and Love,
The gladness of the world's release,
When, war-sick, at the feet of Peace
The hawk shall nestle with the dove,—

The golden age of brotherhood
Unknown to other rivalries
Than of the mild humanities,
And gracious interchange of good.

When closer strand shall lean to strand,
Till meet, beneath saluting flags,
The eagle of our mountain-crags,
The lion of our Motherland.

SOLVING THE PROBLEMS OF HIGH SCHOOL GIRLS

WILL E. WILEY

Superintendent of Schools, Lodi, California

The intangible problems of pupil attitudes, ideals, and school spirit are often neglected by high school administrators with the result that much teaching is wasted effort. That the attitude of the child must be right before satisfactory progress can be made, is recognized by all teachers, who know from experience how impossible it is to get results from pupils who are indifferent, sullen, or hostile toward the subject being taught. More attention should be given to these problems if the schools are to meet the new demands for a product that scores higher in social and citizenship qualities. The whole child must be considered as the product of the school laboratory, and his skills and his knowledge must be brought under the control of socially acceptable attitudes and ideals. The school must help the pupil form these controls, for the control must come from within. An education that does not help the individual to conform to the demands of society, while at the same time enabling him to make the most of the opportunities afforded by his surroundings, is at best a very inadequate education.

Relatively much more time has been given to the boy problems in our high schools than to the girl problems. Although rarely expressed, administrators seem to have the attitude that sooner or later the girl will be married and all her problems will be solved. As a matter of fact, the modern young woman faces problems as complex, or more complex than those facing the young man, and her failure to solve them properly undermines the well-being and happiness of all. This article will attempt to describe an honest attempt to help the girls of The Dalles High School to solve some of the life problems facing them.

Every high school teacher worthy of her profession tries to do more than just teach a certain portion of subject matter. The self-sacrifice, the love, the sympathy poured out lavishly by most of them produces one of the brightest and most hopeful pictures to be seen in the field of education. Few seem to appreciate the extra personal service that is given by these teachers without hope of reward other than the satisfaction of work well done, but were it not for this type of service our schools would be much less efficient as problem solving and socializing institutions. Even so much of the work of the teachers falls short of the goal because the emotions and desires for better things are not crystallized into habits of action. Also, the counter influences are often too strong and prevent the formation of proper habits or attitudes. The only excuse for giving the following description of the program carried out in one high school is that it was successful in transforming the prevailing attitudes into more wholesome ones.

The spirit of a high school is a very real thing. Its influence is more potent in shaping lives than courses of study. The product of enthusiasm, of tradition, of habits which have grown up, often without any directing influence in control, it has power to transform lives or to blight the fondest hopes of parents depending upon the quality of that spirit.

The principal of The Dalles High School and his teachers felt that the problem facing them was largely one of social education; that public opinion was the strongest force available for securing new attitudes and ideals. Because they had an abiding faith in boys and girls, they believed that it was possible to create this constructive public opinion among the girls of their school. It was recognized that any program undertaken would have to be large enough to command the attention of the entire student body and that the workers would have to be people of tact and personality.

They decided to set aside a week, designated as Girls' Week, for the consideration of girls' problems. For the first program the dean of women from the State University and the dean of women from the State College were secured as the principal speakers. An eminent woman physician from Portland and a very efficient Y. W. C. A. worker from Spokane were the other outside speakers. These speakers were asked to discuss certain problems in such a way as to arouse discussion among the girls and also to set up ideals that should guide in the solution of the problems.

As far as possible the planning and management of the whole affair was left in the hands of the girls. Only in this manner could they be made to feel that the week was really theirs. The girls' league, which included every girl in high school, about three hundred, took an enthusiastic part from the first. The girls were divided into committees, each with a specific part of the program to look after, and each committee had a lady faculty adviser to help with the plans. Many of the mothers also helped in countless ways, but it really was the hard work of the faculty women that ensured the success of the venture.

The program of the week can be divided into six rather definite lines of activity.

First. A large number of discussion or conference groups were held. These met every hour, except when there was a general assembly meeting. All girls who had study periods were excused to attend. The discussions were led by the Y. W. worker, but the topics discussed were chosen almost entirely by the girls present. The first part of the week they started off with discussions of college, voca-

tions for girls, study habits, uniform dress and kindred subjects. By the end of the week, however, they were discussing the more personal problems of morals, etiquette of boy and girl relations, character and ideals. By means of these frank discussion groups the workers found out what problems were troubling the girls especially, and they were able to direct their thoughts into right channels. It also made it possible for the assembly speakers to fit their talks to the needs of the girls.

Second. Part of the time of each speaker was so arranged that any girl who wished it might have a personal conference. Very few of the girls availed themselves of the opportunity, however, and they seemed to prefer the small discussion groups.

Third. The society girl is often one of the most difficult problems in a high school. These girls were interested in the program by making them hostesses at a series of luncheons prepared in the Domestic Science Department for the speakers and guests. These groups were small, usually not more than ten or twelve being present. The conditions were very favorable at these luncheons for the leaders to become personally acquainted with the girls of the group. Because of their social following these girls often deserve a great deal of attention.

Fourth. Each afternoon a general assembly was held for the girls and their mothers, at which inspirational and practical talks were given by the speakers. A part of the time was taken with the singing of songs, and the girls also contributed some special number in each afternoon program. Such subjects as vocations for girls, home-making as a life career, and college education, were discussed. The doctor gave talks on personal hygiene, health, and exercise. Many of the questions taken up in the discussion groups grew out of these assembly talks.

Fifth. On Friday evening a fine mothers' and daughters' banquet was held at which more than three hundred were gathered together. The banquet was prepared and served by high school girls, while others rendered a program of music and recitations. After the banquet toasts were responded to by the guests, the mothers and the girls. This meeting seemed to be very helpful to the girls in helping them orient themselves with the larger group of womankind. They were made to feel that after all mothers and teachers do care whether they solve their problems in the right way.

Sixth. The last meeting and the keystone of the whole program was in the nature of a private party held at one of the homes. About thirty-five "key girls" were invited whose influence and whose attitude would be influential in the school. The fore part of the evening was given over to a good time, but after refreshments were served the party turned, through skilful manipulation, into a sort of Methodist experience meeting. The most vital discussions of the week were reviewed and the leaders pressed for definite decisions regarding the solutions decided upon as being right. This crystallization of the discussions of the week into plans of action constitutes the formation of public opinion and is one of the most effective forces for control that society has at its disposal. As a result the thirty-five girls came back to school the following Monday morning with a program of action to which they had pledged their support. Being the leading girls of the school, their example had a marked influence upon the other girls. These girls had pledged themselves: (1) to pay more attention to their studies and less attention to the boys; (2) to encourage a more democratic spirit among the girls of the high school; (3) to frown upon the wearing of inappropriate dresses to school or the excessive use of cosmetics, and (4) to resist any overfamiliarity on the part of the boys. All of these were vital problems in the life of the school at that time.

I am sorry that I cannot report that the school was transformed by this effort. Four years of following this policy still leaves much to be desired. On the other hand the gains have been great and many times worth the effort expended. The girls have become conscious of their group solidarity, and they now attack their problems with unity of effort that gets results. There is much greater harmony between the girls and the women faculty members than formerly and the girls manifest a much more serious attitude toward their school work. The school is now a centre of culture and refinement and is one of the most powerful influences for better living in the community. After all, this is as it should be, and the effort to make it a problem solving institution for the boys and girls who attend is but the natural development of the teachers' desire to serve.

There is need for a comprehensive study of the whole organization of our program of education, in which study there should be kept constantly in mind the educational needs and the mental, moral, and physical nature of the individual.

—J. M. Gwinn.

GOOD POINTS OF SOME OF THE NEWER PLANS OF INDIVIDUALIZED INSTRUCTION

WILLIAM H. HOLMES

Superintendent of Schools, Mount Vernon, New York

For centuries the schools in all parts of the world have had individual instruction. The class recitation or mass recitation method is a comparatively recent invention, coming into being largely with the graded school which was made necessary by the rise of the factory system.

Individualized instruction is an entirely different thing from individual instruction. Under individual instruction the teacher called pupils to her side one after another to hear them recite work that had been assigned to them. If they could recite they were given credit for succeeding, and if they failed to recite the lesson assigned they were sent back to go over the assignment, and this process was repeated until they had either succeeded with the assignment or had come to be considered hopeless failures.

Individualized instruction aims to accomplish an entirely different thing. It looks upon each child as an individual problem to be studied in the light of all the scientific educational facts and principles in the possession of the teacher to the end that the teacher may be able to help him to help himself. No pupil is considered to have succeeded until the teacher is reasonably sure that the pupil knows or has mastered the assigned lesson himself. In the traditional school both the teacher and the pupil are satisfied with a fairly correct repetition of the lesson or task assigned, with little concern as to how the accomplishment has been attained—whether by copying someone else's work or by the most superficial memorizing of text material for purposes of repetition in the day's recitation. So long as the great majority of pupils can obtain a passing mark on the lesson of the day they are satisfied and the great majority of teachers are also satisfied. As a result of this type of accomplishment, the great majority of children in the country are going through school on an accomplishment which is rated at from 60 per cent. to 70 per cent. of what would be considered a mastery of the subject concerned.

The newer types of individualized instruction, such as the Dalton Plan and the Winnetka Plan, set up full mastery of all the fundamental subjects as the object of the pupil's accomplishment rather than the 60 per cent. or 70 per cent. mastery just referred to. The plan of course takes into consideration the natural ability of the pupil and a pupil with an I.Q. of 70 is not expected to attain the full or lasting mastery of a subject such as would be expected of a pupil with an I.Q. of 100 or 140. No greater stigma rests upon the public schools than that of trying to make all pupils reach the same standard of accomplishment. In trying to accomplish this impossible aim the weaker pupil becomes discouraged and resentful while the stronger pupil often becomes indolent and disobedient.

Schools that have introduced the newer plans of individualized instruction have shaped their tasks to meet the needs of these varying types of ability with large measures of success. Perhaps the best result of individualized instruction is the fact that it leads teachers to better understand all the many types of children that the schools enroll and try to adapt the instruction to each child's ability and needs.

Individualized instruction also helps to remedy the two greatest weaknesses in our public school system—the class recitation and home study.

The class recitation as generally conducted in the traditional school is largely a waste of time for all pupils concerned. The bright pupil has to wait patiently or impatiently while the slow pupil tries to recite something that he does not know. On the other hand, the slow pupil has to wait while the bright pupil recites something that he knows very well and therefore that is of very little profit to him and something that the slower pupil is not able to understand, and therefore listens to without profit.

Under the individualized plan, which uses, for teaching and studying fact subjects, the minimum amount of recitation work, each pupil goes along at his own rate with work that he is able to do.

It is a well-known fact that a great amount of home study is worse than useless. Pupils are sent home to accomplish tasks that should be accomplished in school and in general they either fail to do them at all or copy someone else's work or bring to the class the work which has been accomplished with the aid of parents or older brothers or sisters at home, an accomplishment that weakens rather than strengthens the pupils themselves.

With the school program so arranged that each child is given the opportunity to really work while he is in school rather than to have to wait for others through many hours of dull recitation procedure, the need of home study is largely eliminated and pupils may accomplish the greater part if not the whole of their school tasks in school under skilled instruction and the right sort of educational environment.

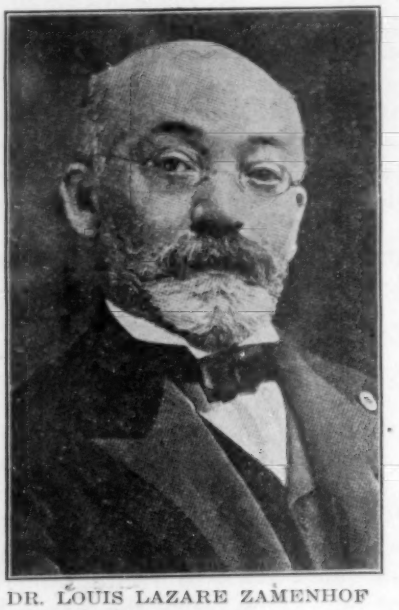
If individualized instruction does nothing more than to give a child these opportunities, it is a great boon to education.

THE INTERNATIONAL KEY

MABEL BUTMAN
Secretary, Boston Esperanto Society

[Zion's Herald.]

Yes, a key to any home—any palace—any church; a key that enables the holder to enter any group where human beings gather. Any one may travel with that key by pathways, railways, airways, seaways, yes, "on the air"—by radio. The magic key will be a neutral language.



DR. LOUIS LAZARE ZAMENHOF
Author of Esperanto

The neutral language of which this is a brief account, was constructed by one who, from boyhood, dreamed of a safe and happier world, freed from wars and internal dissension arising from the difficulties of many languages. In the year 1887 the young author's first publication, a textbook, was signed "Dr. Esperanto" ("one who is hoping"); his followers, pleased with the euphonious word, adopted it as a name for the new language.

Few perhaps, today, realize that there exist some 2,500 languages and dialects, and that during the past two hundred years fully 150 attempts have been made at constructing an artificial language. Of all those attempts Esperanto alone has succeeded in winning converts year by year, for the past thirty-seven years, until today it has received recognition as a "living language."

People who read, write or speak Esperanto are called Esperantists. They are of many races and creeds, numbering several thousands in the United States and hundreds of thousands in Europe and Asia Esperanto publications—journals, gazettes, textbooks, and the like—run into the millions.

No other living language has a grammar so simple, regular, phonetic, free from exceptions, yet able to translate the finest shades of meaning. The entire grammar may be learned in one hour.

One asks: "Why have not more Americans become acquainted with this language?" First, because the United States is a one-language country. Secondly, until recent years there was no combined, imperative demand for a universal language.

Since the World War the press daily demands, directly or indirectly, a better understanding between nations; while from every walk in life come expressions for time-saving devices or processes. Small nations such as Holland, Czecho-Slovakia, Roumania, Albania, Poland and Greece, are burdened with learning several languages other than their national language. In the Orient, millions are unable, through lack of educational opportunities or through language handicaps, to understand even their own people.

Radio experts predict, ere long, daily radio communication between Europe and Australasia which will become as general as present-day local telephone communication. As a natural result the need for a common, neutral help-language has greatly increased.

To meet that growing demand, only that neutral language will be acceptable which has met the tests to which human speech is subjected. So far, Esperanto has fulfilled those requirements.

One radio enthusiast and inventor says, in a current magazine, radio will be the future leveler of all nations, the official medium through which disputes among the peoples will be settled, and wars prevented. Tolstoy, an

Boston Esperanto Society Exhibit of Esperanto Literature at the Foreign Trade Convention Held at the Copley-Plaza Hotel, Boston, June of Last Year. On the Flag in the Background Appears the Esperanto Emblem—A Five-Pointed Star with the Letter "E" in the Centre.

earnest Esperantist, said: "The study of Esperanto, and its diffusion, is assuredly a Christian labor, which hastens the coming of the kingdom of God, the main—I should say the only—aim of human life."

Important features of Esperanto are: Its simplicity, regularity, adaptability, and wonderful word-building principle. The grammar has only sixteen rules with no exceptions. Words ending in *o* are nouns; in *a* are adjectives; in *e*, adverbs; in *i*, infinitives; in *u*, imperatives. Present tense verbs end in *as*; past tense, *is*; future tense, *os*; conditional, *us*; plurals of nouns, *j*; objective case, *n* (plural in *jn*); and so on.

"Simpla, fleksebla, belsona, vere internacia en siaj elementoj, la lingvo Esperanto prezentas al la mondo civilizita la sole veran solvon de lingvo internacia; char, tre facila por homoj memulte instruitaj, Esperanto estas komprenata sen peno de la personoj bone edukitaj. Mil faktoj atestas la meriton praktikan de la nomita lingvo."

Lernu legi, skribi, kaj paroli Esperanton!

Many foreign universities and secondary schools have regular courses in Esperanto; chambers of commerce and banks have instituted courses. Radio leagues, radio associations, and radio literature have officially recognized Esperanto. Radio News publishes two lessons a month.

As many as twenty-one great national fairs, representing twenty-five or more different countries, have used Esperanto as an advertising medium and transacted business with great satisfaction in Esperanto. The following cities, from the International Language for March, are broadcasting regularly in Esperanto: "Copenhagen, Paris, Berlin, Frankfort-on-the-Main, Hamburg, Königsberg, Munich, Münster, Stuttgart. Geneva broadcasts daily the summaries of news for foreign listeners. Esperanto lessons are also transmitted. Two stations in Australia broadcast Esperanto talks and songs. In America different stations broadcast Esperanto lessons and programs. Stations in Great Britain, Holland, Czecho-Slovakia, Russia, and so on, transmit Esperanto talks, songs, and so forth, from time to time."

In addition to the use of Esperanto in commercial, scientific, radio, and social fields, the language has adherents in the Christian International League, the Church Esperanto League, the International Catholic Union, the Quaker Esperanto Association, the Theosophical Esperanto League.

At Geneva, August 2-7, will be held the seventeenth great International Esperanto Congress, at which will probably be represented some threescore nations. During the sessions all business is transacted in Esperanto. As far back as 1905 the first Esperanto Congress at Boulogne-sur-mer showed conclusively that men and women could converse, joke, criticise, demonstrate, barter, make love, sing, and worship in Esperanto. May it not be possible that even greater successes await the cause this year at Geneva and throughout the world?

GROUP IN ATTENDANCE AT A CONGRESS OF THE ESPERANTO ASSOCIATION OF NORTH AMERICA
Left to right—Dr. D. O. S. Lowell, Former President of the Boston Esperanto Society; Educator; Author. Joseph Silbernek, Brother-in-Law of Dr. Zamenhof, Author of Esperanto. Edward S. Payson, Former President of the Esperanto Association of North America; Author. Miss E. J. Meriam, Secretary of the Esperanto Association of North America. Ernest F. Dow, Former Secretary and Treasurer of the E. A. N. A. G. W. Lee, President of the Boston Esperanto Society. James Morton, Expert Esperantist, Boston and New York.

A TEACHER'S DAILY PRAYER

JOY G. VAN VOORST

Sight Conservation Teacher, Grand Rapids, Michigan.

Lest I forget the opportunities of this new day,
O Lord, teach me to teach, and by Thy grace to pray;
Lest I forget that through Thy love and power,
Immortal minds are led through each new busy hour.

Give me the strength to bear with smiles
The questions of the plodding ones, the irritating wiles,
By which the mischief-loving seek
To divert the studious and to torment the meek.

Give me forbearance, Lord, and lead me in the light,
That not one little soul because of me will be less bright.
And then at night, though tired, weary, and oft soul-worn,
May I be grateful for Thy work and eager for the morn.

—The Journal of the National Education Association

THE METRIC SYSTEM AND THE TEACHER

JAMES V. COLLINS

Stevens Point, Wisconsin

Teachers generally are largely interested in methods of instruction. But new methods almost invariably have elements of weakness as well as strength, and often tend on the whole towards retrogression rather than progress. Both educators and the public should be strongly interested in reforms that break down barriers in the way of educational progress and in which the element of loss is negligible. Such an one is that of our weights and measures.

Most people in this country think that the principal difference between our weights and measures and those of metric countries is that we use feet and pounds and they meters and kilograms, and that the persons chiefly interested in any change would be storekeepers. Nothing could be further from the truth. The fact is school people, teachers and children are vitally concerned in this matter. If it is true, and it is, that arithmetics in metric countries are but half as thick and half as hard to learn as ours, the reason is apparent.

We may say there are two sides to knowledge, the qualitative and the quantitative, and that mathematics has to do with the latter. Years ago in the days of the three R's arithmetic occupied a considerable share of the pupils' time. When the score or more of new branches were added to the curriculum the time for them had to be taken from arithmetic with corresponding loss. But two wrongs do not make one right. The problem is solved by keeping the new subjects and making mathematics and science metric. As matters now stand every English-speaking man, woman, and child in school is constantly being tripped and hindered in following the pathway of life because of our system (or lack of it) of weights and measures. There are some thirty scale numbers, such as three feet make a yard, five-and-a-half yards make a rod, 320 rods make a mile, thirty-one-and-a-half gallons make a barrel, etc. Absolutely neither child nor man can solve problems which involve reductions unless he is sure of these scale numbers. Now few people have a good memory for numbers, and out in life the vast number of persons forget these scale numbers, and consequently cannot solve very simple problems, even when their solutions are of real importance to them. How can anyone arithmetize without knowing the scale numbers? Then it often happens that to solve what seems to be a simple problem whose solution is much desired a long and intricate calculation is required which only a professor of mathematics could do with any ease. Compare this situation with that in metric countries where such calculations are simple and all reductions are made by merely moving the decimal point.

But I think I hear some teacher saying: All this may be true but I don't see it. When I look in my arithmetic for the metric system I find five or six pages of tables each containing units with high-sounding foreign names, and it is my experience that the children have much trouble in learning them. What we find repels us. We can all remember that 12 inches make a foot, 3 feet make a yard, and 16 ounces make a pound, and that is about all we need to know to work most problems. Even if we do learn the metric tables we are asked to solve such problems as: If one meter equals 3.28083 feet, how many feet and inches are there in 15.963 meters? I think that the chance that the children will ever have to do such problems is remote, and I am sure there are hundreds of problems whose solving would do them more good.

The answer to the preceding is that it is all true, too true. It explains why the metric reform has made such small progress in all the decades since the system was legalized in 1866.

But let us look at the other side of this shield. What metric advocates want is the putting of the three units, meter, liter, gram, into everyday use. Once that is done it will be as easy to learn the metric tables as it is now to learn United States money. Children learn the United States money table almost over night. They would the meter-liter-gram units over a very few nights. The system involves the use of the three standard units named together with six prefixes, three or four of which are already familiar in decimal, cent, and mill. The metric terms are self-defining, and you simply can't forget them. In all the world there are few things simpler to learn than the metric tables, provided the learner is familiar with the three standard units from everyday use.

Metric reform promoters concede that the present situation is bad, very bad. The children have to try to learn the old impossible weights and measures and also the new foreign system under most unfavorable conditions. The solution of the problem is easy; throw overboard the old and adopt the new for exclusive use, and be in line with the rest of the world. The cost of changing or scrapping our present equipment for measuring and weighing, expensive as it would be, need not concern us. The saving in time alone will pay back the whole cost in five years.

Besides the general educational advantages just considered let us examine two or three others. The first has to do with the lessening of the difficulty of learning science, especially physics and chemistry. Our high school and college students' troubles in learning science are due in considerable measure to their unfamiliarity with the metric units and tables. This is a real educational loss. A second advantage the system has appears in the making of drawings to scale. A single example must suffice to hint at its nature. Suppose in making a drawing you wish to lay off 1-3 of 16½ inches, or 5 5-12 inches. But how are you going to lay off 5-12 of an inch on a scale that is divided into eighths and sixteenths? In the metric system all such lengths are in decimals and can be laid off instantly on the rule. Skilled calculators can handle such puzzles, but high school pupils become confused by them. A third and very important advantage metric countries have is that anyone can tell instantly or very quickly the weight of an object from its size. England's gallon (of water) weighs exactly ten pounds, but ours only eight and a fraction. We in this country are all blissfully ignorant of what anything weighs unless we have scales nearby and actually weigh it.

There are two or three aspects of metric reform not educational in character which deserve attention. There are those who claim because of the vast amount of equipment expressed in inches now in use that we cannot change over to the new system no matter how much we should so desire. This is not true, but it is conceded that there would have to be duplication for a period of years for replacements. As matters now are we have much duplication to meet the demands of foreign trade in metric countries. In the end this duplication would be avoided. The equipment for manufacturing in the form of patters, jigs, machinery is worth now perhaps two or three billions of dollars, which gives an idea of the loss through duplication. Germany in 1871 changed from her old weights and measures to the new in three weeks' time, and we could do the same after proper preparation save for equipment, mostly metal, now in use.

Let us sum up now very briefly the merits the metric system possesses. It is extremely simple and can be almost as easily learned under favorable conditions as United States money. Its terms and scale numbers are unforgettable. Its arithmetic has half the size and half the difficulty of ours and would therefore do away with much pencil-biting and many tears of children. People, young and old, would make many calculations important for them to make which they now find too difficult to perform. High school and college students would learn much more mathematics and science, and learn it easier and better. People would know the weights of things from their size, a matter of considerable importance. We could understand foreign measures as well as our own; we would be less isolated from the rest of the world, and would be in the line of progress. Our foreign trade would be greatly promoted to our manifest advantage.

For a century and a quarter innumerable appeals of all sorts for the adoption of the system have been made. Why can we not wake up out of our Rip Van Winkle sleep and put it in force? Hearings before the next Congress are promised.

CONCORD

RALPH WALDO EMERSON

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood
And fired the shot heard round the world.

The foe long since in silence slept;
Alike the conqueror silent sleeps;
And Time the ruined bridge has swept
Down the dark stream that seaward creeps.

On this green bank, by this soft stream,
We set today a votive stone;
That memory may their deed redeem,
When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

TEACHING MODERN YOUTH TO THINK

DR. ERNEST M. HOPKINS

President of Dartmouth College

We have come to the conclusion that different men require entirely different influences to start their mental processes. Some can be argued into it, some have to be seduced into thinking, some can be exasperated into thinking. while in other cases it requires a process of mental blasting. Consequently, the college undertakes to utilize all these various methods. Each instructor has his own approach to the undergraduate mind. Meanwhile, the college courses are designed to be mind-stretchers and we have come to the belief, in our own work, that the fact that a course could be more completely absorbed by a man in his senior year, is not necessarily an argument that he should not be challenged to do what he can with it in his freshman year. It is for this reason that we have placed such courses as evolution, with its discussion of scientific hypotheses, and citizenship, with its discussion of moot questions, in the freshman year. Many of the undergraduates can absorb only a small proportion of what these courses are about at the time they take them, but the influence remains upon them to the benefit of all the rest of the courses which they take.

Another procedure which is a part of the general policy is the theory of the college that undergraduates would better hear different social theories presented by their professional exponents than to hear about them second-hand through prejudiced commentators.

There is a widespread delusion that the college undergraduate is so credulous and unsophisticated a member of the human race that he is going to believe anything which is told him. Hence arises the concern of those who fear the appearance on college platforms of the exponents of unorthodox theories.

Much is made of the frequent assertion that the youth of today is rebellious and in revolt, but I cannot discover when this has not been so. The chronicles of any college are full of data indicating that the undergraduates at all times have either covertly or openly rebelled against opinions imposed upon them. It seems to me only common sense that opinions should not be imposed, but that access to data should be offered and that men should be given the opportunity of forming their own opinions.

A NOTABLE INSTITUTE

The unique Institute of Politics at Williams College has become an educational agency of international significance. President Harry A. Garfield has made the following announcements for the session which will be held July 23 to August 22:—

Lecturers from abroad: Robert Masson, distinguished French banker and director of the Credit Lyonnais, will discuss "Peace Problems of France." Dr. William E. Rappard of Geneva, member of the permanent mandates commission of the League of Nations, will speak on "The League of Nations." The British representation at the institute includes Sir Frederick Maurice, strategist and director of military operations during the war, who will lead a round table discussion on "Problems of Armament"; Lionel Curtis, who followed Viscount Bryce as lecturer at the institute, and Arnold Toynbee, professor of modern Greek literature at the University of London.

Round tables:—

"International Justice"—Philip Marshall Brown, professor of international law at Princeton University, formerly of the American foreign service.

"Agriculture and Population Increase"—Edward M. East, author of "Mankind at the Crossroads," and of the Bussey institute, Harvard University.

"Economic Recovery of Europe"—Edwin F. Gay, formerly president of the New York Evening Post, now of the Harvard school of business administration.

"Mineral Resources as a New Environmental Factor in World Affairs"—Charles K. Leith, head of the department of geology, an international authority on mineral deposits, author of "The Economic Aspects of Geology."

"Problems of Armament"—Sir Frederick Maurice, British strategist, now of the Working Men's College, London.

"Outstanding Problems in Inter-American Relations"—Leo S. Rowe, director-general of the Pan-American Union.

"Some Political Problems in Europe"—Bernadotte Schmitt of the University of Chicago.

"The Mediterranean Area"—Arnold Toynbee, professor, London University, author and expert on middle eastern section, British delegation, peace conference, Paris.

The school must regard every boy and girl not only as an opportunity but as a real challenge to its utmost ingenuity.—Joseph G. Masters, principal, Omaha Central High School, Omaha, Nebraska.

THE BUSINESS EXECUTIVE

What is believed to be the first attempt by any college or university to present a course for business executives and others dealing with the fundamentals of merchandising in a broad and authoritative manner has been inaugurated by the College of Business Administration of Boston University conducted by Dean Everett W. Lord of the college.

The course has been arranged under the direction of a committee of Boston's prominent merchants, with Felix Vorenberg, vice-president and sales manager of the Gilchrist Company, as chairman. He is assisted by George W. Mitton, president of the Jordan Marsh Company, and George B. Johnson, president of R. H. White Company. Also on the committee are Dean Lord of the college, Professor Harold Whitehead, author of many books on business practice, and Professor T. M. B. Hicks, of the department of sales relations.

The speakers will include Louis E. Kirstein, vice-president of William Filene's Sons Company; John Shepard, third, vice-president of The Shepard Stores; Edward Mitton, merchandise manager of Jordan Marsh Company; J. K. Sterne, vice-president of C. F. Hovey Company; E. J. Pendergast, basement manager of Jordan Marsh Company; and Albert E. Stevens, basement manager of the Gilchrist Company. Other speakers will be from large New York stores.

The purpose of the course is to present the principles, policies, and more important procedure of retail merchandising in a series of fifteen lectures. The course has been planned, by Mr. Vorenberg and his assistants, for retail store managers, buyers and other store executives as well as students and others who may be interested.

In many respects the course represents a distinct widening of the field of education in retail business. The subject matter will be developed with a view to meeting the special needs of store executives. It will be practical and definite.

The lectures will be given on Friday evenings from 7 to 9 p.m. at the college, 525 Boylston street. College officials believe that this is the first time that such a course has ever been presented by an American college or university.

Among the subjects which will be covered are the supervision of the buying organization, merchandising practice of a smaller city store, procedure in European buying, the problem of the New York market, special sales events, basement store methods, co-ordination of buying and selling, publicity, financial control of buying operations, the low-priced store, the high-priced store, chain stores, and New York methods.

THE BLESSED FIRST GRADE TEACHER

EDITH GILMORE BOUTWELL

[For "Every Mother."]

Blessed is the First Grade teacher who takes our wee ones from our homes and teaches them the great art of working together.

Blessed is she in her constant patience and sympathetic motherliness, justly and wisely grounding small feet in the fundamental paths of grim rudiments and laying character bases —stone upon stone.

Blessed is her tact in bridging the gap between sheltered homes and a bustling world calling for enrollment.

Blessed is her skill in developing a love for the work and zest for following the trail to more knowledge.

Blessed is the service she dedicates to education and good citizenship.

Blessed is her love and inspiration. May it never fail her; may she live and grow eternally in and through the lives she routed in the "beginning way."

May the multitudes of fathers and mothers show fitting appreciation to the true first grade teacher, and call her name blessed, for hers is a work many may continue, but few have gifts to perform.

Too many cities have been trying to save money by employing untrained custodians to care for school buildings when a little more money expended for a higher type of trained service and more attention on the part of supervisors to maintaining higher standards of cleanliness and repair would result in much better educational environment with all that it means in the way of unconscious tuition and inspiration.

—W. H. Holmes, superintendent, Mount Vernon, N.Y.

EDUCATIONAL FORUM

LAWS FOR TRAFFIC.

In a recent address Dean Roscoe Pound of the Harvard Law School said:—

"I don't care what specific legislation is passed. It will not be adequate for the problem, because our machinery for the administration of justice was developed for a rural, pioneer America, and not for the urban civilization of the present day.

"I urge you not to be disheartened when you feel, and often rightly, that the administration of criminal justice is weak and achieves little of permanent value. You must feel, indeed, that such conditions can and should be remedied.

"We must remember that the great things that have been done for the better administration of justice often have had to come into the law from outside the legal profession.

"The law will not shape itself as an effective instrument of justice. This will have to be done by study and research. Don't let any lawyer tell you that these things cannot be improved. The constitution of the United States was a great creative work, but I will not admit that the creative genius of the American people became exhausted in the eighteenth century."

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A valuable collection of daguerreotypes of important figures in the history of this country during the late forties has been presented to Yale by Charles P. Howland, Yale, 1891, and Miss Frances L. Howland of New York city, and Dr. John Howland, Yale, 1894, pediatrician-in-chief of the Johns Hopkins Hospital. The collection, acquired twenty-five years ago in Washington by their father, the late Judge Henry E. Howland, B. A. 1854, consists of likenesses of fourteen men, eight of whom served as United States Senator, seven as United States Congressman, five as state governor, three each as President and Vice-President of the United States and as Secretary of State, two as governor of a Territory and one each as Secretary of War, Attorney General, Postmaster General, Secretary of the Treasury, Chief Justice and Associate Justice of the Supreme Court, president of the Senate, Speaker of the House, minister to Russia, superintendent of Indian Affairs and superintendent of the United States Mint in New Orleans.

Two of the number, John C. Calhoun and John Davis, graduated from Yale in 1804 and 1812, respectively. The daguerreotypes, which were almost all taken in 1849, are considered by Yale officials to be of great value, particularly as an aid to students who do research in American history.

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DIAMETERS OF THE EARTH.

Director John F. Hayford, head of the College of Engineering, Northwestern University, has determined the polar and equatorial diameters with such accuracy that his figures have been adopted in all countries.

This triumph for American science was announced by the International Geodetic and Physical Union at a recent meeting in Madrid, Spain.

Basing his computations upon measurements made by the United States Geodetic Survey, Director Hayford has fixed the value of the equatorial diameter at 7,926,678 miles and the polar diameter at 7,899,964 miles. The difference between these two diameters is 26,694 miles and the ratio for the earth's flattening at the poles is therefore 1 part in 297. These values, though deduced from observations made in the United States, have been shown to apply equally well to other regions."

HIGHWAY EDUCATION.

Mrs. Myrtle A. Roe, a teacher of Sterling, Colorado, submitted the best lesson plan for teaching street and highway safety in the schools in a contest conducted by the Highway Education Board. She received a check for $500 from the National Automobile Chamber of Commerce and a trip to Washington. More than 75,000 elementary school teachers from every state in the Union sought the prize which she won. In a companion contest conducted among elementary school pupils, in which more than 400,000 essays were submitted, Francis B. French, a pupil in St. Mary's School, Elizabeth, New Jersey, was the winner. His award was a trip to Washington and a gold watch.

Mrs. Calvin Coolidge was honorary chairman of the national essay committee, the active members of which were the late Senator Medill McCormick, Mrs. Thomas G. Winter, former president of the General Federation of Women's Clubs, and Dr. Jesse H. Newlon, president of the National Education Association.

The prizes were a part of an appropriation of $6,500 offered by the National Automobile Chamber of Commerce to stimulate the study of street and highway safety among elementary school pupils of the nation. Of this amount more than $5,000 was expended as state prizes.

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TEACHERS.

LE GEN NAIRE

Teachers are useful human beings. By their teaching, uplifting and understanding boys and girls the world is made better.

In one sense every person is a teacher, at least the opportunity is open to each of us.

Teachers, in order to do their best work, must be sympathetic; they must understand human nature in all its details.

The most helpful teacher the writer ever had was a rural teacher. Perhaps those in the profession wish to know why.

This teacher was sympathetic. He understood boy and girl nature; he knew how to appeal to them.

This teacher was optimistic in his outlook on life. He wore a smile of cheerfulness—happiness seemed to have come from the soul!

This teacher was intensely patriotic. He taught us boys and girls a real love for country; he inculcated a keen admiration for principles of right, honor and justice.

Every teacher in America—whether pupils number two or forty—has this opportunity, nay privilege!

America is in dire need of earnest men and women—folks who stand true to law and order and decency.

Verily, this is the hour for teachers!

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MARVELS OF COMMUNICATION.

More progress in fast communication has been made during the past twenty-five years than in the preceding twenty-five centuries.

Smoke by day and fire by night were first used for transmission of information.

Carrier pigeons have been used for hundreds of years.

Germany equipped the letter carriers with stilts early in the sixteenth century to increase their speed of delivery.

Among the savage nations, drums are still used to transmit messages over wide areas.

In the United States, stage coach and pony express furnished the fastest means of communication by letter before the advent of the railroad; but it was not until the invention of the telegraph and later of the telephone that instantaneous communication was established.

Who will pay *your* doctor, *your* nurse and *your* board bill when *you* are sick?

YOU cannot possibly foresee just when you will need T. C. U. protection. It may be this month—or this week.

Sickness usually arrives unheralded; Accident always does.

Week in and week out, during good times and bad, when other things may fail you, or be seriously impaired in value—T. C. U. Protection remains constant and unchanging, ready, with a moment's notice, to help bear the burdens that Sickness, Accident, or Loss of Salary because of Quarantine, may suddenly throw upon you.

It makes for that safe and comfortable feeling to be protected by the T. C. U. If you once experience what T. C. U. protection could mean to you, we believe you will agree with Miss Gertrude Likes, of Pomona, Kansas, who writes: "Such is my opinion of the T. C. U. that before I would no longer be a member of that helpful organization, I'd borrow money (if necessary) to keep up my dues. It was a great satisfaction to me to receive a check after having had La Grippe. I am telling my teacher friends how foolish it is not to be a T. C. U."

What the T. C. U. Will Do for You

It will pay you $50 a month when you are disabled by Sickness or Accident. It will pay you $25 a month for illness that does not confine you to the house, but keeps you from work. It will pay operation benefits in addition to other benefits. It will pay you a 20 per cent. increase in sick benefits for two months when you are confined to an established hospital. It provides operation benefits after your policy has been maintained in continuous force for one year. It will pay you $50 a month when you are quarantined and your salary stopped. It pays regular indemnities of from $333 to $1,500 for major accidents, or for accidental loss of life. All benefits are doubled for travel accidents.

DR. A. E. WINSHIP

Dr. WINSHIP Says:

"Heads or Tails You Win"

Dr. A. E. Winship, Editor of Journal of Education, says: "So far as we know, the best provision for such an emergency is the Teachers Casualty Underwriters of Lincoln, Nebr. When a teacher is well and has an income, it is comparatively easy to make a sacrifice that will provide for catastrophe. It is a case in which you win whether you win or lose. If you do not meet the catastrophe you are in luck, and if you do you are in luck. Heads or tails, you win."

Please Don't Procrastinate—At Least Send the Coupon

Let us tell you all about the T. C. U. Let us send you our booklet of information and testimonials from Teachers all over America who have experienced what it means to have the T. C. U. on your side when misfortune comes.

Just fill out and mail the coupon on the right. We shall then mail you full particulars of how we protect Teachers. Please do it today.

TEACHERS CASUALTY UNDERWRITERS

441 T. C. U. BUILDING LINCOLN, NEBRASKA

Free Information Coupon

To the T. C. U., 441 T. C. U. Building, Lincoln, Neb.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name.....

Address .....

(This coupon places the sender under no obligation)

The first long distance message over the telephone was in 1876, from Boston to Cambridge, a distance of two miles.

In 1880 the line was completed between Boston and Providence, 45 miles; four years later, from Boston to New York, 235 miles; eight years later, in 1892, from New York to Chicago, 900 miles; in 1911 this was extended to Denver, a distance of 2,100 miles; in 1915, from Boston to San Francisco, 3,650 miles; in 1921, from Havana, Cuba, to Catalina Island, California, 5,500 miles.

In 1922 the first telephone conversation across the Atlantic Ocean took place. In 1924 President Coolidge, sitting in the White House and without raising his voice above an ordinary conversational tone, was heard all over the United States, Canada and parts of Europe.

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HARVARD ADVERTISING AWARDS.

The terms under which the Harvard advertising awards for 1925, founded by Edward W. Bok, will be administered, have been announced by the Harvard Business School.

The awards for 1925 will be under four classifications:—

1.—A gold medal to the organization or individual who is deemed by the jury to merit recognition for distinguished contemporary services to advertising.

2.—Two awards of $2,000 each, for the national and local advertising campaigns considered best.

3.—Two awards of $2,000 for scientific research in advertising.

4.—Three awards of $1,000 each for distinguished individual advertisements.

The 1925 awards will cover the period from October 1, 1924, to December 31, 1925, and will be limited to newspaper and periodical advertising in the United States and Canada. The jury of award will be selected by Dean Wallace B. Donham of the Harvard Business School. The awards for 1925 will be announced in January, 1926.

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About 20,000,000 gallons of gasoline are used in the United States each day.

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EDUCATIONAL TOUR.

Students of New York University's traveling college may combine work toward a degree with a fifty-day sea trip which will include stops at the principal Mediterranean and North Sea ports. The purpose of the tour is primarily educational. Field notes will be taken and conferences and lectures will occur regularly, but final reports and examinations will be delayed until the return to America.

The party, under the direction of Dean James Lough, will sail on the Cunard Liner Lancastria July 1, and will leave Southampton on the return trip August 14. The regular tour includes Naples, Rome, Genoa, and Monte Carlo, but arrangements may be made to visit Florence, Venice, Vienna, points in Switzerland, and for a trip down the Rhine. Various side trips can be arranged. The expense will not be greater than the rates at a good resort hotel in America for the same amount of time.

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THRIFT CAMPAIGN.

A memorandum from Superintendent S. H. Thompson, Whittier, California, outlines the following plan: Each teacher presents the advantages of saving and advises every child to deposit a part of the money that comes into his possession each week in the savings bank or to buy building and loan certificates, United States treasury certificates, or liberty bonds. No other investments are counted. No money passes through the teachers' hands.

At the end of the month each teacher makes a record of the totals as reported to her by the parents of the younger children or the pass books of the older ones. The tabulations show that the number enrolled in the campaign increased from fifty-four per cent in September, 1923, to seventy-six per cent. in December, 1925; the total savings increased in the same period from $25,619.19 to $53,430.26.

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400,000 miles of good roads in the United States as a reward for automobiles.

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A TRIUMPH OF ENGINEERING.

[By the Associated Press.]

The Florence Lake tunnel, fifteen feet high and the same width, extending more than thirteen miles, mostly through solid granite in a snaky line under the high Sierras, is a construction feat that has just been completed. The tunnel is one of the most important works in the Big Creek-San Joaquin River project of the Southern California Edison Company. The entire project will bring in 1,407,000 horsepower, and with its transmission lines, sub-stations and accessories, will cost $375,000,000.

The tunnel itself cost $17,000,000. Since the start in the fall of 1920, the work has been maintained in relief shifts. The scene is 250 miles north of Los Angeles and thirty-five miles south of the Yosemite Valley. The tunnel is to convey water from the Florence Lake watershed, source of the south fork of the San Joaquin river, through the barrier of a 10,000-foot mountain ridge into the watershed of Huntington Lake, the reservoir for the four great units of the electric company which supplies a large part of central and southern California.

World records for tunnel construction have fallen during the four years' progress in the Sierras. The thirteen-mile bore was divided into three sections, with two lateral adits cut into granite slopes and a crew working each way from each adit. The bore was completed a year and a half sooner than the most optimistic estimates.

There will follow the creation of Florence Lake, to store 31,000 acre feet of water at an elevation of 7,300 feet. The total drop from Huntington Lake through a chain of tunnels and power houses to the lowest power house is about 6,000 feet. The whole project when complete will have eighty-six miles of tunnel, with about eighteen power houses. A 220,000-volt transmission line conveys the power generated by these plants 270 miles to Los Angeles.

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APPRECIATION OF POETRY.

The Rosenbach Company of Philadelphia recently paid the record price of $8,365 for one of the finest existing copies of the Kilmarnock edition of poems, chiefly in Scottish dialect, by Robert Burns. All of this edition brought the poet only $95. Rosenbachs also obtained for $1,816.40 a first edition of "Alice in Wonderland," published in 1865, of which only six copies are known to exist.

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SCHOOL LIBRARIES IN NEW YORK.

Regulations have been adopted by the State Board of Regents stipulating that after September 1, 1925, every school having an academic department with enrollment of 100 pupils or over must establish and maintain a school library and employ as librarian a person who has had some library training.

Where the enrollment in schools is over 1,000 all of the school day is to be given to school library work by a person holding a school librarian's permanent certificate. After September 1, 1926, every school will be required to have a trained librarian.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

EDUCATION FOR FREEDOM. By Edward O. Sisson, Reed College, Portland, Oregon. Cloth. New York: The Macmillan Company.

Dr. Sisson has won the confidence of those who have worked with him as a state commissioner of education, as a state university president, and as a dean in two other very eminent state universities and in a college with a noble vision. We can recall no other man whose experiences have been so important and whose thinking on so many problems has been so clear and wholesome.

Dr. Sisson has not published much, and this treatment of a great and perplexing problem needs just such a clear vision and vigorous thinking as he brings to it.

We are delighted to have at hand a book that we can say without hesitation that every American teacher should read it. We find no sentiment in any sentence upon which we would put the soft pedal.

There is nothing pessimistic in any paragraph, and there is no faintest attempt to make black white by merely wishing that it were. No one has faced America's need more heroically than has Dr. Sisson. He dodges no responsibility.

"There is no lack of glory in our history, as well as shame; indeed, if one can get only one side, he had better take the glory, provided only he will not let mere tinsel pass itself off for gold.

"Teachers are being summoned into the arena of human life, the field of politics, in the broadest sense of this great word. They have long dwelt in a kind of seclusion, shut up with those small and weak creatures called children, and persistently encouraged, almost compelled, to think meanly of their function.

"Education is not forming men and women to live in a vacuum, nor to be universally adapted or adaptable, but to live in their own place and their own time. So education must needs reckon with the social order—with political ideals, with constitutions, with laws and public morals, with the economic order, with social customs and institutions."

Dr. Sisson's chapter on "Educating for Freedom" is one of the most throbbing bits of patriotic literature that we have read in many a day. Take these sentences: "But for the passion to be free there would have been no Revolution, no Independence, and no United States of America. . . . Every educator needs to keep his heart attuned and his mind accordant to this master-key, and shape his practice by it day by day. It will of necessity cut deep into the question of ways and means in our schools and in that far more potent nature which is bestowed by life in general, in the home, on the street, in shop and factory and counting house, and in the social and political activities of the nation."

Here is one of Dr. Sisson's thrilling incidents: "Galileo's final trial and conviction occurred in 1632, only four years before Harvard College was founded. What a forward leap civilization had taken when the American Constitution decreed that Congress shall make no law . . . abridging freedom of speech and the press."

LANGUAGE TRAINING IN THE PRIMARY GRADES. By Catherine T. Bryce. Cloth. 245 pages. New York: Newson and Company.

Catherine T. Bryce, whose work I have known for more years than it would be courteous to say, is as distinctly classic in her approach to successful primary school work as ever Louisa M. Alcott and Kate Douglas Wiggin were in their approach to the hearts of boys and girls.

If any superintendent, principal or teacher can read "The Mother's Question" on the first page of "Language Training in Primary Grades" and not feel like swearing or crying, according to his temper or temperament, I pity him. It is the skilful way Miss Bryce has of telling the teacher that she is trying to answer this question, "Where can I send my boy to school and feel assured that he is forming good speech habits and is receiving right training in the language of his country?"

Miss Bryce is not the only brilliant, masterful woman who writes for primary teachers any more than Louisa M. Alcott and Kate Douglas Wiggin were the only women who could write for children, but no child ever got the most out of life who did not read some of the things written by those two masterful women, so no primary teacher will get all she ought to get out of her opportunities who does not read with care this latest book of Catherine T. Bryce. It is a classic.

SELF-IMPROVEMENT IN ENGLISH. By H. W. Davis, Kansas State Agricultural College. Cloth. 443 pages. Garden City and New York: Doubleday, Page and Company.

One of the attractive and wholesome features of this book is the title, "Self-Improvement," because it accurately describes the spirit of the book from first to last. The author's talk to his student readers is of inestimable value.

"The best way to make progress in composition is to recognize all good talkers and writers as teachers of English. There is hardly a book, magazine, circular, or billboard but can teach the average man or woman much about effective writing. With only a little attention and effort on your part, the whole world of written material can readily be turned into an experimental laboratory for your particular problems.

"It is most important that you recognize that good English is not a thing to be studied and practiced an hour or so each day, any more than good behavior is. Study composition wherever and whenever you can, and you will find that your progress in writing and speaking will be pleasant, rapid, and satisfactory. The studies in this book are intended to guide and stimulate your progress."

"Good writing is a natural result of correct and accurate thinking. Composition is presented to the student as a series of language problems that every successful man or woman must meet and solve. The discussion of theory, the problems, and the exercises are built around normal life-situations, which the students will recognize as not improbable in their own immediate future. No attempt is made to do *all* the thinking for the student."

BEGINNINGS IN EDUCATIONAL MEASUREMENTS. By Edward A. Lincoln, Harvard University Graduate School. Cloth. 23 Illustrations. Philadelphia: J. B. Lippincott Company.

The author has set himself the one task of helping teachers of limited knowledge of intelligence testing to meet the miminum requirements in class testing and measurements, and he has done it remarkably well, much better than would seem possible with all the complexes in the present-day science and art of Tests and Measurements. If there is any weakness in the book it is yielding to the

terrible temptation to tell about too many systems. For instance, on one page, a sample page of discussion, he refers to the Kansas Silent Reading Test, the Holmes Penmanship Test, the Peet-Dearborn Arithmetic Tests, the Handschin Modern Language Tests, the Ayres Handwriting Scale, the Harvard-Newton Scale, the Harvard English Composition Scale, the Iowa Spelling Scale, *and so on.*

Any way the author has done an unusual amount of eliminating and it would probably be professionally unwise to eliminate more than he has done.

SHORTHAND DICTATION EXERCISES WITH GREGG VOCABULARY. By Jeanette C. Hall, New Rochelle, New York, and William H. Cunningham, Boston High School of Commerce. Perforated pad of 200 sheet lessons, 8 by 9 inches. Boston, New York, Chicago, San Francisco: Ginn and Company.

The Perforated Pad sheet lessons are an important new creation. They are a notable revelation in classroom efficiency and in economy. Until the Perforated Pad was invented or discovered there was no possible way of achieving the same result in the same time. It was to the classroom what the apartment house is to servantless housekeeping. The pupil can make skilful use of a page when he needs it as he needs it and can then eliminate it from the Perforated Pad and pass it to the teacher, who can, when she chooses, see exactly what has been done and how efficiently it has been done, just as the apartment housewife can turn on the heat when she wants it, as she wants, and tone it done when she wishes to. The Perforated Pad is almost a pedagogical miracle.

A HISTORY OF FRENCH LITERATURE. By C. H. C. Wright, professor of the French Language and Literature, Harvard University. New Edition. Cloth. xiv+990 pages. Price, $3.50. New York: Oxford University Press, American Branch.

Professor Wright's "History of French Literature" is in our opinion the best history of French literature available in English and one of the best in any language. It is not encyclopedic, yet it omits no important writer; it shows a profound knowledge of the details of French literary history, yet does not permit a flood of details to obscure the main channels of development, the broader general outlines of a period, a school, a *genre*. The chronological method is followed, but only to a reasonable extent; within the limits of each period there is consideration by types, by schools, by philosophies. In short, Mr. Wright gives evidence of his devotion to that truly French principle of common-sense, of the "juste milieu," to which he refers in his preface. Nowhere is the possession of this quality more marked than in the fair and faithful treatment of the nineteenth century, despite the author's admitted preference for the seventeenth and eighteenth century writers; nor does he permit his personal likings to affect the distribution of space, which shows the nicest proportions. More important to the average reader perhaps than the careful planning, scholarly accuracy, and soundness of critical judgment that Mr. Wright displays throughout the book is the attractivenness of the style. Hackneyed though the comparison may be, we must needs make it: the book reads like a novel, whatever be the period under discussion. Footnotes and an extensive bibliography add much to its usefulness, as does an index of names. (We think the book deserves a general index as well, despite the analytical table of contents.) Contemporary writers are treated alphabetically, briefly and with a sureness of critical estimate that only vast reading could give.

It doesn't seem possible that thirteen years have elapsed since the first publication of this work and our review of it at that time. Time has not dimmed our enthusiasm then expressed, and so it is with the heartiest of welcomes that we hail this new and up-to-date edition, a tried old friend in a new dress.

SHORT PLAYS FROM AMERICAN HISTORY AND LITERATURE. For classroom use. By Olive M. Price. Preface by William M. Davidson, superintendent, Pittsburgh. Cloth. 245 pages. New York: Samuel French.

Here are six attractive plays: "Lantern Light," New England Witchcraft; "Evangeline," "Hiawatha," "Little Lady Dresden," "Around the Blue Wigwam," and "White Astors." Dr. William M. Davidson in the foreword to the book says:—

"The plays from which the present group have been chosen came into existence in response to an urgent demand on the part of the teachers in the public schools of Pittsburgh, first because of the recent introduction of the so-called Platoon System, but fundamentally because something of the sort had to be. Specifically, the new system requires regular work on the part of all classes in grammar schools in some branch of drama. This means, of course, that plays shall be studied, read, and acted, and implies as well that the pupils shall learn to dramatize and write plays themselves. What is of far greater significance to me than the recreational and educational advantages to be derived from the production of plays in schools, is the humanitarian aspect of the whole matter. There is no doubt that the proper enjoyment of plays by young people is one of the most effective means of developing character. Drama as a means of such development seems to me one of the most important factors in modern education. Miss Price . . . in writing plays that have proved their value by actual and constant use in many schools . . . has shown the way for teachers who are now called upon, in increasing large numbers, to initiate their pupils into the magic realm of the drama."

BOOKS RECEIVED

"Progressive Composition." By Francis M. Perry.—"One Hundred Ways of Teaching Silent Reading." By Nila Banton Smith.—"Self-Help Methods of Teaching English." By Julia H. Wohlfarth. Yonkers-on-Hudson, New York: World Book Company.

"Primer of French Literature." By George Saintsbury.—"La Petite Ville par Louis Benoit Picard." By Maurice Baudin and Edgar Ewing Brandon. — "Jacinto Benavente." By Walter Starkie. New York: Oxford University Press, American Branch.

"The Teachers' Book." By Thaddeus P. Giddings, Will Earhart, Ralph L. Baldwin, and Elbridge W. Newton.—"Arnold's Essay on Wordsworth, with Selections from the Poems of Wordsworth." By Benjamin R. Ward.—"The Metamorphosis of Ovid." By G. L. Kittredge and Thornton Jenkins.—"Essentials of Algebra." By David Eugene Smith and William David Reeve.—"La Hermana San Sulpicio." By John M. Pittard.—"Open Doors to Science." By Otis W. Caldwell, Ph. D., and W. H. D. Meier, Ph. D.—"New First Course in Algebra." By Herbert E. Hawkes, Ph. D., William A. Luby, A. M., and Frank C. Touton, Ph. D.—"How to Know Textiles." By Cassie Paine Small, B. S.—"The Field Fourth Reader." By Walter Taylor Field.—"The Progress of Algebra." By David Eugene Smith.—"Agricultural Laboratory Exercises and Home Projects." By Henry J. Waters and Joseph D. Elliff. 15 Ashburton Place, Boston: Ginn and Company.

"Early Settlements in America." By John A. Long.—"The Teaching of Arithmetic." By Joseph C. Brown and Lotus D. Coffman. Chicago, New York: Row, Peterson and Company.

"The Science of Everyday Life." By Edgar F. Van Buskirk, A. M., and Edith Lillian Smith, A. B. Boston, New York: Houghton Mifflin Company.

"The Learner and His Attitude." By Garry Cleveland Myers, Ph. D.—"Pine Tree Playmates." By Mary Francis Blaisdell. Chicago, New York, Boston: Benjamin H. Sonborn and Company.

"Industrial Geography." By Roy Hughes Whitbeck.—"New Essentials of Business Arithmetic." By George H. Van Tuyl.—"Elements of Commercial English." By J. L. Zerbe, A. M. New York and Boston: American Book Company.

"Learning to Typewrite." By William F. Book, Ph. D.—"Basic Accounting." By George E. Bennett. Boston and New York: The Gregg Publishing Company.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

At the Mississippi Education Association held in Jackson April 30-May 2, the National Education Association was represented by Miss Agnes Winn, director of Division of Classroom Service of the headquarters' staff. Miss Winn spoke twice on the general program and also before the elementary section.

The Mississippi Association has been organized for forty years, but this year it was presided over by its first woman president, Miss Anne L. Fant of the Mississippi State College for Women. Miss Winn was the first woman in the history of the association to speak on the program of the opening session.

Pomona College, Southern California, has organized a summer session with thirty-four professors and seventy-five courses. The summer session will last from June 22 to July 31, and will feature courses of interest to teachers in the public schools as well as the usual curriculum of a school of arts and sciences. Pomona College is favorably located near the Sierra Madre Mountains and is an hour from the centre of Los Angeles. The 450-acre campus offers every facility for study, recreation and social life.

Dr. Horatio E. Smith of the department of Romance languages at Amherst will join the faculty of Brown University next September with the rank of full professor of Romance languages.

A nation-wide survey just completed by the Special Libraries Association shows that Boston is one of four American cities having an exceptional number of business and special libraries. Nearly one hundred well-equipped special libraries were found in Boston, particularly in the fields of engineering, commerce, industry, finance, history, medicine and technology.

Statistics compiled from the records of the Phi Beta Kappa chapter at Smith College show that the typical gold key girl is not, as she is often thought to be, a "grind" without college spirit and aloof from all but intellectual pursuits. The records of Phi Beta's show a wide range of interests including practically every college activity. Many of them have held official positions in class or student government organizations that require executive ability and consume much time. These students of highest academic distinction are not lacking in enthusiasm for athletics. College sports keep them physically fit and mentally alert. The pale, bespectacled, Phi Beta Kappa girl is now practically extinct, and in her place is a well-rounded, capable, alert girl with exceptional executive ability, and what is most important—wide-reaching human interests.

John D. Rockefeller, Jr., has given $250,000 to the expansion and endowment fund of the International Y. M. C. A. College at Springfield, Mass. Mr. Rockefeller has added $150,000 to a gift of $100,000 already made. The Laura Spelman Rockefeller Memorial Foundation has made a gift of $500,000 to the campaign, bringing the total received from the Rockefeller family to $750,000. The total for the campaign is now $2,099,303. The $415,960 yet to be raised must be subscribed by July 1 in order to secure conditional gifts of $900,000 already made.

Miss Martha Van Rensselaer, head of the New York State College of Home Economics at Cornell, was endorsed as candidate for the United States Senate in 1926, by women attending the annual meeting of the New York State Home Economics Association. In May, 1923, the National League of Women Voters named Miss Van Rensselaer one of America's twelve greatest living women.

The trustees of Dartmouth College have announced that undergraduates who wish to maintain automobiles in

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Eight foreign scholarships, valued at $1,000 each, have been announced by the American Council on Education at Washington. There will be no limitation upon the selection of the institution to be attended, nor upon the course to be studied.

The purpose, the council explained, is to increase understanding and friendship among nations through encouragement of gifted American college and university students to pursue a part of their education in universities of other countries.

Dean L. A. Pechstein of the College of Education of the University of Cincinnati has just brought to completion a five-year course for prospective teachers of public school art. This course is jointly sponsored by the Cincinnati Art Academy and the University. It is co-ordinate with other five-year programs of the College of Education, and is based upon the Cincinnati plan of co-operative teacher training. The first two years of the course are spent in technical instruction in art at the Art Academy. The remaining three years provide an abundance of liberal arts and education courses, as well as detailed instruction in the field of public school art as such. The last year is devoted to the part-time co-operative student teaching with pay in the city schools and to advanced practice in education. Other five-year courses of the College of Education are in the fields of the elementary, junior and senior high schools, physical education, kindergarten, home economics, and public school music. Graduates of these five-year programs receive preferred appointment in the Cincinnati public schools, state certification, and have approximately fifty per cent. of the requirements completed for the Master of Arts degree. In addition, they have had their year of student teaching under actual public school conditions of a character almost ideal for furthering their professional growth and deepening a student attitude of mind.

There are more than 2,600 vocational high schools teaching agriculture in forty-seven states. Virginia has eighty-six departments in as many different high schools, with additional extension courses operated in thirty-eight outlying high schools, taught by the instructors of the standard recognized departments of vocational agriculture. The enrollment for the current sessions in these Virginia courses is approximately 2,243. According to Dabney S. Lancaster, state supervisor of Vocational Agriculture, there are now on file at the State Department of Education more than twice as many applications for new departments of vocational agriculture to be installed next year than state and federal funds will make possible.

Harvard University will receive $800,000 from the estate of Anna B. Milton. The income will probably be used to increase the salaries of the professors.

MEETINGS TO BE HELD

MAY

21-23: Associated Harvard Clubs, Baltimore, Maryland.

25-29: American Medical Association, Atlantic City, New Jersey.

JUNE

10-17: American Association of Social Workers, Denver, Colorado.

10-17: National Conference of Social Work, Denver, Colorado.

11-13: Georgia State High School Teachers Association, Athens, Georgia.

22-27. American Physical Education Association, Los Angeles, Calif.

28-July 4. National Education Association, Indianapolis, Indiana.

28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.

6-11: American Library Association, Seattle, Wash.

29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.

10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota.

19: California Teachers Association, Northern Section, Sacramento.

22-24: Indiana State Teachers Association, Indianapolis.

22-24: Utah Educational Association, Salt Lake City.

26-30: Washington Educational Association, Seattle.

29-30: Illinois State School Board Association, Decatur.

29-31: Rhode Island Institute of Instruction, Providence.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado.

5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee.
Wisconsin Association of Vocational Schools, Milwaukee.

5-6: Iowa Home Economics Association, Des Moines.

5-6: Kansas Association of Teachers of English, Kansas City.

5-7: Colorado Education Association, Denver.

5-7: Iowa Association of Teachers of English, Des Moines.

5-7: Iowa State Teachers Association, Des Moines.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina.

5-7: Minnesota Education Association, St. Paul.

5-7: Wisconsin Teachers Association, Milwaukee.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg.

6-7: Wisconsin Physical Education Association, Milwaukee.

7: College Entrance Examination Board, New York City.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois.

10: Women's Educational and Industrial Union, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis.

11-14: Missouri State Teachers Association, St. Louis.

BOSTON PUBLIC SCHOOLS: The 1925 examinations for admission to The Teachers College of the City of Boston, Latin and Day High Schools will be held this year as follows:—

THE TEACHERS COLLEGE OF THE CITY OF BOSTON. For the regular four-year college courses open to high school graduates who have completed the preparatory course: On Wednesday, Thursday, Friday and Saturday, June 10, 11, 12 and 13, at 9 o'clock, A. M., at The Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue. All candidates are required to be present on the first day of the examination, **June 10.**

For the regular three-year courses open to high school graduates who have completed the preparatory course: On Thursday, Friday and Saturday, June 11, 12 and 13, at 9 o'clock, A. M., at The Teachers College of the City of Boston. All candidates are required to be present on the first day of the examination, **June 11.**

For the one-year course open to graduates of approved colleges: On Friday, September 18, at 9 o'clock, A. M., at The Teachers College of the City of Boston.

For further particulars apply to the undersigned.

LATIN SCHOOLS: (For admission to the six-year course): On **Friday, June 5,** and on **Monday, September 14,** at 9 o'clock, A. M. Boys will be examined at the Public Latin Schoolhouse, on Avenue Louis Pasteur; girls, at the Girls' Latin Schoolhouse, on Huntington avenue, near Longwood avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course: Candidates for admission to the four-year course in the Public Latin or Girls' Latin Schools, will be examined **only on September 18,** at the place and in the subjects indicated under High Schools, below.

HIGH SCHOOLS: On Friday, September 18, at 9 o'clock, A. M. Boys and girls will be examined at The Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue. The subjects of examination will be: English Language, including Reading, Writing and Spelling, Grammar and Composition; History and Civil Government of the United States; Geography; and Arithmetic.

EXAMINER IN PENMANSHIP CERTIFICATE

On Saturday, June 13, 1925, at 9 o'clock, A. M., at The Teachers College of the City of Boston, Huntington avenue, near Longwood avenue. For eligibility requirements and subjects of examination, apply to the undersigned.

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